Developing as a Leader
Course #94-854 (6 units), Spring 2017 mini 4
Wednesdays 6:00-8:50
Hamburg Hall Room 1204

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1. Course Description
This course introduces students to leadership via three learning frameworks: models, practice and reflection. Using guest lectures, readings and videos, and small group discussions, the faculty will work with the students to define leadership and provide applicable frameworks for their leadership practice. Students will be able to experiment and practice different skills and styles in a safe environment where they can receive useful feedback. To help students pursue their own personal path of leadership development, our focus is on formulating personal goals, models and activities that sustain this development over the course of their careers.

2. Course Objectives

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>How Assessed</th>
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<tbody>
<tr>
<td>Apply tools for effective reflection and self-awareness</td>
<td>Class participation and papers</td>
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<tr>
<td>Develop and analyze your leadership values and your leadership plan of action</td>
<td>Class participation and papers</td>
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<tr>
<td>Synthesize and appropriately incorporate the advice and ideas of others</td>
<td>Class participation and papers</td>
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3. Course Materials
All materials are listed in the ‘Class Schedule’ section of this syllabus.

4. Expectations
This course requires significant reading and writing. It is expected that everyone will come to class prepared to discuss the readings, that everyone will have answered the study questions. You are encouraged to discuss reading material before class in a study group with other members of the class.

Our goal is to make this an excellent learning experience for you. If at any time you feel that the course is not meeting your expectations, PLEASE CONTACT ONE OF US. If you would prefer, please feel free to speak with the program director, Jackie Speedy.

Be respectful of others: arrive to class on time; do not return late from break; if you must leave class early, please let us know beforehand.
5. Evaluation/Grading
All assignments and class participation are graded on a point scale as outlined below. The maximum points one can achieve for the entire semester is 300. Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>295-300</td>
</tr>
<tr>
<td>A</td>
<td>282-294.5</td>
</tr>
<tr>
<td>A-</td>
<td>273-281.5</td>
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<tr>
<td>B+</td>
<td>264-272.5</td>
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<tr>
<td>B</td>
<td>252-263.5</td>
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<tr>
<td>B-</td>
<td>243-251.5</td>
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<tr>
<td>C+</td>
<td>234-242.5</td>
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<tr>
<td>C</td>
<td>222-233.5</td>
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<tr>
<td>C-</td>
<td>213-221.5</td>
</tr>
<tr>
<td>R - Fail</td>
<td>Below 213</td>
</tr>
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Class participation – 23% of course grade for a maximum of 70 points. Each student begins the semester with 60 points. Points are added or subtracted from the 60 according to the following:

- 0-10 points are added for class participation as evaluated over the course of the semester by the professors. We encourage and expect everyone to participate in class discussions and activities. Sharing your own knowledge and experience benefits the entire class. Constructive contribution to the class discussion and genuine listening to others is an important element of class participation. Keep in mind that high quality participation is the goal, not high quantity of airtime. In other words, it's not how much you talk, it's what you say that's important.
- Attendance is taken at all classes, including the first class. If a student is absent from class, 10 points are deducted from their participation score.
- There is a penalty for excessive absences. If you miss two classes, 30 points will be deducted from your final course grade. If you miss three classes, 45 points will be deducted from your final course grade. If you miss four or more classes, 60 points will be deducted from your final course grade. Additionally, if you are more than a few minutes late arriving to class, four points will be deducted from your class participation score. Clearly, we value your attendance in class!

Self-Reflection Journal – 33% of the course grade; there are five Journal entries, each worth 20 points maximum for a total of 100 points. A journal entry is not so much a record of what you have read, i.e. it is not a book report. Instead, it contains what you have learned and critically reflected on. It is unique to you and what you write is neither right nor wrong.

Studies show that ‘good’ learners organize their learning, set their own goals, seek practice opportunities and monitor and evaluate themselves effectively (Condrey, 1977; Langer, 1989; Tough, 1971). To develop these strategies, people need to become aware of themselves as learners and of the factors that influence their learning. One way to raise awareness is by keeping a learning log or diary (Learning How to Study Again, C. Dawson, 2004). It not only encourages reflection and preserves valuable insights, but can reveal attitudes and beliefs hindering learning.

For your Self-Reflection Journal entries, please answer the questions found on pages 7 and 8 of this syllabus. Note that there are different questions for each class. Please submit your entry via Blackboard. Note that ONLY the professors can see your personal Self-Reflection Journal entries, i.e. other students cannot see them.
Grading rubric for Self-Reflection Journal entries
1. Completeness and depth of answers and reflections. The paper answers the assigned question.
2. The paper probes, reflects, interprets and concludes. The paper doesn’t simply restate something that happened to you.
3. Refers to course reading/video materials and class discussions.
4. 1-3 points are deducted for each of the following:
   • Writing does not stay focused on its core points and/or lacks any particular point of focus.
   • Response is too short and does not include enough detail.
   • An assertion is made but not defended nor elaborated on; if you make an assertion/decision, you must defend it.
   • Excessively poor grammar, run on sentences, etc.
   • Journal entry turned in late.

NOTE: All references must be cited and footnoted.

Final Paper – 44% of course grade; 130 points maximum. This paper is a reflection of where you are as a leader and a plan for how you will develop as a leader. Please address the following four issues, giving special attention to laying out your action plan:
1. How do you want to perform as a leader? What will your values be? What outcomes do you expect?
2. Your strengths, including what you learned from both the Reflective Best Self exercise and your Leadership Project. Specifically, you are expected to incorporate into your paper the results of, and what you learned from, both the RBS and the Leadership Project.
3. Your development goals—what you need to work on in order to perform as a leader.
4. Your action plan—what you will do to realize your learning and performance goals.

Our expectations of your paper:
• The paper will build on and reference: 1) what you have written in your Self-Reflection Journal entries; 2) what we discussed in class; 3) what you have read; 4) feedback from your Reflective Best Self exercise; and 5) what you practiced in your “Leadership Project” (refer to the last page of the syllabus for more information on the Leadership Project). The paper should incorporate as much course material (readings, videos, class discussion, Self-Reflection Journal Entries, guest speakers, etc.) as relevant to the insights regarding leadership that influence your plan.
• Your plan will be both actionable and realistic. And it should be something you are excited about carrying out.
• The recommended length of the paper is 1700-2000 words. If your final paper is much less than 1700 words, you might not be thorough enough; if it is much more than 2000 words, you might be verbose. But the recommended word count is just that, a recommendation. If you really need to write 2500 words, that is OK. After all, these are YOUR introspections and we do not wish to create hard-and-fast, artificial limits.
• All references must be cited and footnoted.

Grading rubric for Final Paper
1. Completeness and depth of answers and reflections. The paper answers the assigned question.
2. The paper probes, reflects, interprets and concludes. The paper doesn’t simply restate something that happened to you.
3. Refers to course reading/video materials and class discussions.
4. 5-10 points are deducted for each of the following:
   • Writing does not stay focused on its core points and/or lacks any particular point of focus.
   • Response is too short and does not include enough detail.
• An assertion is made but not defended nor elaborated on; if you make an assertion/decision, you must defend it.
• Excessively poor grammar or spelling.
• Paper turned in late.

6. Academic Statement
You are expected to attend class, be prepared for class and participate in the discussions. Written assignments are due on or before the due date. If you must miss a class, please notify us with as much advanced notice as possible; if you cannot talk with one of us directly, please leave a message on our voice mail or e-mail. For any class that you miss, you are responsible for obtaining the notes and related materials from another student.

Please let Denise or David know if you do not understand class material or requirements or if any special circumstance prevents you from completing a class requirement on time.

You are responsible to know and adhere to all University policies on academic integrity. The Heinz School provides a booklet on Plagiarism and Cheating and the University lists all policies on the web at www.cmu.edu/policies/documents/Cheating.html. Please acquaint yourself with their contents. Any cheating or plagiarism will result in failure in the course and your case will be referred to the Associate Dean, who may decide to take further action.

7. Recording academic classroom activities, lectures, etc.
Classroom activities, lectures, etc. may not be recorded without written permission from us (the instructors) in advance. If we permit a student to record classroom activities, lectures, etc., the student may do so for his/her own personal use only; additionally, no copies of the original recording can be made.

8. Leadership Competencies and Building Blocks
This course is part of the larger Heinz College program to develop Leadership Competencies. We will be working to connect the course with these competencies and your broader learning opportunities at Heinz. These ‘Leadership Competencies’ and ‘Building Blocks’ were developed by the Organizational Behavior faculty at Heinz College: Denise Rousseau, David Krackhardt, Linda Babcock and David Lassman.

Leadership: the ability to inspire and empower others through articulating actionable vision of future; motivate and inspire others to attain challenging organizational goals and mission.
• Empower others – Motivate, inspire and empower others thru empathy and respect.
• Develop actionable vision and strategy for future; get others to share the vision – Develop vision and strategy that encompass concerns of multiple stakeholders and generate actions to attain future possibilities. This includes the change management aspects of identifying the need for organizational change and developing effective change implementation.
• Mobilize resources – Mobilize resources to attain broader goals and mission, through use of social networks, negotiation strategies, and other interpersonal skills.

Management: the ability to motivate others to attain specific task or project objectives; coordinating work and resolving conflicts among others in order to attain these objectives.
• Constructive organizational practices – Execute practices (meetings, interpersonal treatment, and communications) to promote constructive group and organizational climate supporting quality decisions, continuous improvement, informative debate.
• **Quality decision making** – Displays critical thinking and use of evidence in decisions, while holding self and others accountable for making and implementing quality decisions.

• **Negotiation** – Effective conflict management and interpersonal problem solving.

**BUILDING BLOCKS:** Basic skills and behaviors that help build the above competencies. We will practice and reinforce these throughout the course.

1. **Prioritizing and goal setting** – filtering and focusing attention (inside organization and externally), being able to determine what is important and what isn’t, what to pay attention to now versus what can wait until later, which information should be acted upon and which should not, knowing how and where to get additional information to improve the filtering process and outcomes.

2. **Promoting learning** – reflecting, continuously learning, accepting and providing feedback.

3. **Using effective processes to obtain information and support** – generating ‘wisdom from the crowd’; facilitating group discussion and decision-making; facilitating debate, dialogue and constructive conflict; obtaining buy-in; listening to and respecting the opinions and ideas of others, especially those with opposing points of view; seeking best available evidence in understanding situation and making decisions.

4. **Building relationships** – communicating, persuading and negotiating with a broad array of stakeholders.

5. **Holding self and others accountable:** walk the talk; do what you say you are going to do; follow up to hold others and yourself accountable; be consistent, fair and trustworthy.

6. **Appropriate self-awareness** – separating self (ego) from the situation in service of others and the organization.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Reading, Watching and Writing Assignments in Preparation for Class (Articles with an * are posted on Blackboard)</th>
</tr>
</thead>
</table>
| 3/22/17  | Class #1 | - Course Syllabus *
- “Developing as a Leader: the Power of Mindful Engagement” by Susan J. Ashford and D. Scott DeRue *
**Self-Reflection Journal Entry #1 is due prior to class** |
| 3/29/17  | Class #2 | - Chapter 19 “Use Power Effectively to Influence People” by Gary Yukl; from the *Handbook of Principles of Organizational Behavior*, edited by Edwin A. Locke, (pages 349-365) *
- Chapters 8 and 9 “The Sweet Spot for Achievement” and “Developing Emotional Intelligence”; from *Leadership: The Power of Emotional Intelligence*, by Daniel Goleman (pages 85-101) *
- "Emotional Intelligence & Leadership" by Er. Vipin Mittal & Dr. Ekta Sindhu *
- Chapter 3 “How to Develop Positive Energy Networks”; from *Practicing Positive Leadership*, by Kim Cameron (pages 54-67) *
**GUEST SPEAKER: Sharon Willochell – President, Apparel Division of Polyconcept North America**
**Self-Reflection Journal Entries #2 are due prior to class; note there are two separate journal entries this week – 2A and 2B** |
**GUEST SPEAKER: Bill O’Rourke. Bill held numerous executive positions at Alcoa, including CIO, Vice President of Environment, Health and Safety, and Sustainability, and President of Alcoa Russia** |
| 4/12/17  | Class #4 | **Self-Reflection Journal Entry #3 is due prior to class** |
| 4/19/17  | Class #5 | - Chapter 21 “Foster Trust through Ability, Benevolence and Integrity" by Jason A. Colquitt and Sabrina C. Salam; from the *Handbook of Principles of Organizational Behavior*, edited by Edwin A. Locke (pages 389-403) *
**GUEST SPEAKERS: Scott Hollander (Executive Director) and Jonathan Budd (Associate Executive Director) of KidsVoice**
**Self-Reflection Journal Entry #4 is due prior to class** |
| 4/26/17  | Class #6 | - Chapters 4 and 5 “How Gritty are You?” and “Grit Grows”; from *Grit: The Power of Passion and Perseverance*, by Angela Duckworth (pages 53-92) *
- Chapter 4 “How to Deliver Negative Feedback Positively””; from *Practicing Positive Leadership*, by Kim Cameron, (pages 79-98) *
**Self-Reflection Journal Entry #5 is due prior to class** |
| 5/5/17   | No Class | **Final paper due by noon** |
Optional Readings
These are excellent books; and although they are not required, we highly recommend them:
1. *The Five Dysfunctions of a Team: A Leadership Fable* by Patrick Lencioni. This book will be especially useful on your Leadership Projects.
2. *On Becoming a Leader* by Warren Bennis. Bennis was University Professor and Distinguished Professor of Business Administration at the University of Southern California. He was widely regarded as a pioneer of the contemporary field of Leadership studies.

Self-Reflection Journal Questions
700-900 words is the recommended length for each journal entry. If your journal entry is much less than 700 words, you might not be thorough enough; if it is much more than 900 words, you might be verbose. The recommended word count is just that, a recommendation. If you really need to write 2000 words, that is OK. After all, these are YOUR introspections and we do not wish to create hard-and-fast, artificial limits. Please submit all papers in Microsoft Word!

**Self-Reflection Journal Entry #1**
1. What are your leadership strengths? Think of examples that illustrate these strengths.
2. What are your greatest needs for development as a leader, i.e. which behaviors do you need to improve via practice and attention, and which behaviors do you need to alter or stop? Think of examples that illustrate these development needs.
3. What could keep you from actively participating in the class discussions? What could cause you to NOT share your ideas and opinions in a classroom setting?
4. When in your life have you been especially reflective? What was the situation and what was the result? Why is reflection so important? What actions do you take that aid you in being reflective?
5. Complete the ‘Pre-Course Survey of Leadership Competencies’.

**Self-Reflection Journal Entry #2A**
Select a leader that you admire and write a narrative that, (a) discusses why you admire her/him, (b) analyzes her/his leadership competencies, and (c) synthesizes these perspectives to reveal new insights into your developing competence as a leader.

**Self-Reflection Journal Entry #2B**
Provide a brief description of your ‘Leadership Project’ – refer to the last page of the syllabus for more information on the Leadership Project.

**Self-Reflection Journal Entry #3**
1. Reflect on one instance when you failed to rise to a moral challenge. What were the circumstances? What pressures did you feel? Why did you behave the way you did?
2. In class, we will discuss your ‘Leadership Projects’. In particular, consider challenges you are having currently or expect to have with your project. Come to class prepared to share the challenge with the class. Your classmates and the professors will offer feedback to help you better handle this challenge. You are NOT required to write about this in your journal entry; this is for class discussion only.

**Self-Reflection Journal Entry #4**
Consider a leader with whom (or for whom) you have worked and write a narrative that:
- Describes the workplace values the leader espoused. (The values can be positive or negative.)
- Examines how the leader embedded and transmitted these values in the workplace and how effective they were at doing so.
• Discusses the overall effectiveness of the workplace, i.e. did the organization embrace the values and fully achieve its goals?
• Describes how you felt working for this leader. One way to think about this is: what emotions did you feel for this leader?
• Synthesizes findings from your analysis to reveal new insights about your continued development as a leader; and describes action(s) that you may take in the next 12 months to strengthen your leadership competence.

**Self-Reflection Journal Entry #5**
1. Per Angela Duckworth, ‘grit is passion and perseverance for long-term goals.’ What are one or two experiences in your life when you persevered, when you were ‘gritty’?
   • How did you feel at the time?
   • What resources did you call upon to help you cope with the situation?
   • How did you resolve the issue/situation?
   • How did it shape you and your views of the world?
2. When a peer’s/colleague’s performance is negatively affecting your organization what can you do? What can you do to influence peers and colleagues (not subordinates and not your supervisor) to help the organization achieve better results? If you have examples (both good and bad) please share them.

**Class 6 – Emotional Intelligence and Power**
There is no Self-Reflection Journal Entry due this week.

**Class 7 – Various leadership topics and course wrap-up**
There is no Self-Reflection Journal Entry due this week. Please complete the ‘Course Content Eval Leadership’ form, which you received at the beginning of the course, and bring it to class or e-mail it to David. We value your feedback so please take the time to complete this carefully.

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**Reflected Best Self Exercise (RBS)**

Some of the strengths you have as a leader already exist. To help you get useful feedback regarding your strengths, the RBS exercise provides a process through which you can get feedback from people who have seen you in action with others. Consider contacting people you have known in different parts of your life – your work experience, family, military, school, community, sports, etc. You will use the feedback you obtain to write a description of your behavior when you are at your best in the eyes of others. This description will provide a basis for reflection in class and will be included in your final paper.

**Sample letter/e-mail to your key informants:**

As part of the Leadership Development course I am taking at Heinz College, I am required to construct a profile regarding the ways I add value and make a contribution to others. I am contacting ten people who know me well. Can you please help me with this exercise? I am asking you to provide me with three stories of when I was at my best in the way I affected other people.

I appreciate your taking time to do this for me. This will require you to think about your interactions with me and to identify those incidents or behaviors when I was at my best in your eyes. Please be sure to provide examples so I can understand the situation and characteristics you are describing. In
your feedback to me, please provide three examples of how I add value by completing the following statements:

- “One of the ways that you add value and make important contributions is . . .”
- “For example, I think of the time that . . .”

I have included some examples below of what these stories could look like. Please use this only as a guide:

Example #1: One of the ways that you add value and make important contributions is: You get people to work together and give all they have to a task. For example, I think of the time we were doing the Alpha project. We were getting behind and stress was building. We started to close down and just focus on meeting the deadline. You noticed that we weren’t doing our best work and asked the group to rethink our approach. You asked whether we wanted to just satisfy the requirements or do really good important work. I remember you reminded us of what we were capable of doing. No one else in the room thought to do this. As a result, we did meet the deadline but created something we all felt proud of, too.

Example #2: One of ways you add value and make important contributions is: Helping others focus on global issues. For example, I think of the time we were working on the strategic plan. You introduced information on trends in the European market. None of us had seen this information thought about any non-US implications. You kept pushing us to think in global terms.

Example #3: One of the ways you add value and make important contributions is: Your capacity to persist in the face of great difficulties. For example, I think of the time we had missed our deadline on the Cronbach report. Frank quit and Tim got sick. We were really short-handed. Instead of getting discouraged, you got more focused than I have ever seen anybody get. I think you went 48 hours without sleep. I was amazed that you could produce such a quality report under those conditions.

Thank you very much for your help!

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Leadership Project

Learning by doing is an important aspect of developing your leadership competencies. In our class, you will undertake a personal leadership project in which you will intervene in a social situation to make a change using your leadership skills. This project of your own choosing will be an intervention you undertake to: a) improve the performance of a group; b) enhance the culture or climate of an organization, or; c) otherwise influence the behavior and attitudes of others by using your leadership skills.

Here are two examples. These are just illustrations as you should tap your creativity and personal interests in choosing your leadership project:

Example #1: Helping to better promote a stronger culture of professionalism at Heinz.
Given the diversity of students and interests and the pressures of course work and job hunting, Heinz students often fail to take full advantage of the programs and activities the school offers for their professional development. One common complaint is that students will sign up for but then not attend talks by guest speakers. It is a lost development opportunity, tarnishes our reputation among outside visitors when seats are empty, and otherwise deprives people who didn’t sign up early enough of a chance to attend. What might you do to encourage more regular participation and engagement with external speakers among your peers?

Example #2: Practicing your leadership skills as a contribution to your systems project.
Suppose that your systems group is challenged to motivate all its members to perform the activities agreed upon in a timely way or with appropriate quality. How might you use class concepts like goal setting, envisioning, modelling, support, and feedback to improve member contributions and overall performance?

Your Leadership Project should report on the following:

- The target behaviors you wish to introduce or change.
- The leadership interventions you initially attempt and their consequences.
- Modifications you make to your approach over time and their consequences.
- What you learned at the end of the “project” and what you might have done differently.